



STUDENT AT EDUCATIONAL RISK

REVIEWED: September 2012

RATIONALE

The Education Department of WA defines students at educational risk (SAER) as: *'those students who may be at risk of not achieving the major learning outcomes of schooling to levels, which enable them to achieve their potential'*. – Students at Educational Risk Policy: 2001

Students at Educational Risk include those students who;

- may be at risk of not achieving the major learning outcomes in language, mathematics or other Learning Areas.
- may be at risk of not achieving their full potential due to lack of engagement in their schooling.
- are at risk of not developing their full potential due to difficulties displaying socially acceptable behaviours.
- are in need of pastoral care.

PURPOSE

1. Establish and implement procedures within school planning for the identification of students at educational risk.
2. Develop and implement appropriate educational programs for individuals and groups of students at educational risk.
3. Be accountable for the educational progress of individuals and groups of students at educational risk.

At East Beechboro Primary School, in order to maintain a thorough and rigorous process for those students who are deemed as SAER, the number of Individual Education Plans in a classroom will be closely monitored. It is expected that any student who is consistently achieving significantly below their year level cohort will be placed on an Individual Education Plan (IEP). Students who have been assessed as "E" on their formal reports or may be achieving "D" but making little or no progress over the course of a school year will automatically be identified as SAER and placed on an IEP. Students who may be assessed as SAER for other reasons will have their needs addressed as required in a variety of ways.

GUIDELINES

1. Teacher's Role

- To identify students at risk in their class. Students may be identified through a variety of formal assessments, as well as teacher judgement and professional knowledge and prior knowledge of the students.
- To access any information already accumulated on the student to inform their assessment and planning for SAER in their class.
- To ensure that new students are assessed and, if required, placed on appropriate plans as soon as possible.
- To ensure all relevant stakeholders are included in the process.
- To ensure students at educational risk are monitored through a variety of assessment procedures and evidence of progress is collected.
- To keep parents/care givers and the SAER Coordinator informed of programs and progress.
- To keep appropriate records of communication.
- To update student information as appropriate.
- To collaborate with Department personnel and support agencies where appropriate.
- To make a commitment to meeting the Principles of Inclusive Schooling and adhering to the Whole School Approach.

2. Parent's Role

- To work with the teacher in the development of an education plan for their child.
- To support the efforts of the teacher and school in assisting their child.

3. Student's Role

- To be involved in the plan and make a commitment to it.

4. SAER Co-ordinator's Role

- To provide support for teachers in the development of appropriate educational plans.
- To co-ordinate the SAER referral process.
- To manage the utilisation of Department and external personnel time.
- To manage the application process for external funding support

SAER Referral Procedure

What (is required)	How (do we do it)		Who (is involved / available to assist)
1. Identification of student & analysis of areas of need	a. Teacher Judgement b. WALNA	c. PM Benchmarks d. <i>On Entry</i> Early Childhood assessment	<ul style="list-style-type: none">• Class teacher• Support staff
2. Development of IEP/IBMP/GEP/target strategies	a. Teacher experience b. Meeting with student and parent	c. SAER Coordinator	<ul style="list-style-type: none">• Class teacher• SAER Coordinator• School Psychologist (if required)
3. Involvement of other support personnel	a. Referral to SAER Co-ordinator		<ul style="list-style-type: none">• SAER Coordinator• School Psychologist• Other Support Agencies as required – PMH, Therapy Focus, Schools Plus etc
4. Ongoing review of IEP/IBMP/GEP/target strategies	a. Teacher experience b. Meeting with student and parent	c. SAER Coordinator	<ul style="list-style-type: none">• Class teacher• SAER Coordinator